THE INFLUENCE OF TEACHER ROLE MODELS ON THE DEVELOPMENT OF STUDENT MORALS AT SDN GOROWONG 05 SAMPORA PARUNGPANJANG BOGOR

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Abstract: The issue of students' moral development is the main emphasis of this research, along with the need to teach them to respect teachers and dress in a disciplined manner. This task is in the hands of the teacher, who must demonstrate proper behavior when enforcing the dress code. Research Objective: To find out how moral development in SD Negeri Gorowong 05 Sampora Parungpanjang is influenced by good teaching. This study uses a quantitative approach using a survey methodology, which is then analyzed using simple linear regression. Students from SD Negeri Gorowong 05 participated in this survey as respondents. A total of 51 students from two classes were sampled. Questionnaires, interviews, documentation collection, and observation are some of the techniques used to collect data. Simple linear regression is used in data analysis. The significant value of the teacher's exemplary is 0.000, where 0.000 < 0.05, and the results of the hypothesis test with the value of t calculation = 3.881 > t table 1.766 (t table is included in the attachment) is based on the results of the research that has been tested with SPSS Version 27. As a result, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The conclusion is based on data collected and examined with the SPSS 27 for Windows program. From the data, it can be concluded that there is a great influence of teacher exemplary teachers on the formation of student morals at SD Negeri Gorowong 05 Sampora Parungpanjang.
Keywords: Teacher Example, Student Moral Formation

Abstrak: The issue of students' moral development is the main emphasis of this research, along with the need to teach them to respect teachers and dress in a disciplined manner. This task is in the hands of the teacher, who must demonstrate proper behavior when enforcing the dress code. Research Objective: To find out how moral development in SD Negeri Gorowong 05 Sampora Parungpanjang is influenced by good teaching. This study uses a quantitative approach using a survey methodology, which is then analyzed using simple linear regression. Students from SD Negeri Gorowong 05 participated in this survey as respondents. A total of 51 students from two classes were sampled. Questionnaires, interviews, documentation collection, and observation are some of the techniques used to collect data. Simple linear regression is used in data analysis. The significant value of the teacher's exemplary is 0.000, where 0.000 < 0.05, and the results of the hypothesis test with the value of t calculation = 3.881 > t table 1.766 (t table is included in the attachment) is based on the results of the research that has been tested with SPSS Version 27. As a result, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The conclusion is based on data collected and examined with the SPSS 27 for Windows program. From the data, it can be concluded that there is a great influence of teacher exemplary teachers on the formation of student morals at SD Negeri Gorowong 05 Sampora Parungpanjang.
Kata Kunci: Teacher Example, Student Moral Formation

INTRODUCTION

The education of ethics and morals plays a crucial role in the learning process. As educators, teachers have a significant responsibility in shaping the character and morals of students. Morality

is the result of an individual's perseverance in their faith and is a continuous learning process for those who engage in worship as an effort toward submission to Allah SWT (Rizal, 2018). Referring to the objectives of national education outlined in the Republic of Indonesia's Law Number 20 of 2003 concerning the National Education System, Article 3, one of the key goals is to produce students with noble character (Grafika, 2008).

In this context, the teacher's role is vital in fostering students' morals, given that teachers serve as influential figures in the classroom environment. If a teacher fails to demonstrate good morals, it will be difficult for students to model and adopt positive behaviours. The example set by teachers has a significant impact not only on students' morality but also on the overall quality of the learning process in the classroom (Alghozali et al., 2024).

In education, role modelling is considered a more effective method in character development compared to other approaches. Children tend to imitate the behaviours of those around them, and thus, they absorb various aspects such as speech, ethics, mannerisms, and actions that they observe. Consequently, teachers serve as a source of inspiration for students, impacting their behaviours both in the present and in the future, whether consciously or subconsciously (Naimah, 2019).

The teacher's role is crucial in the development of students' morality. By providing a good example, a teacher can demonstrate positive behaviours and motivate students to emulate those actions. However, not all teachers are able to model good behaviours, either in their daily activities or within the classroom. Additionally, some teachers may lack sufficient knowledge or understanding of how to effectively shape students' morals (Chaerunnisa et al., 2024).

An initial observation of student behaviours at SD Negeri Gorowong 05 shows a noticeable decline in morals outside of academic activities. Many students exhibit a lack of attention to ethical communication principles. This can be observed in their interactions with educators and peers, where they often use a raised tone and inappropriate language. Therefore, students need more guidance from teachers to develop habits such as greeting and respectfully kissing the hands of teachers or elders. The teacher's role is a measure for children, as they should always apply the understanding of respecting teachers and parents, not just their homeroom teacher, but all teachers and other elders (Hasiolan et al., 2025).

The aim of this research is to analyse the impact of teacher role modelling on moral development at SD Negeri Gorowong 05 Sampora Parungpanjang. Based on the issues explained, the decline in students' morals at SDN Gorowong 05 Sampora Parungpanjang remains an important issue that requires attention, as it is caused by multiple factors. Furthermore, many

teachers still struggle to apply role modelling effectively in shaping students' morals. The researcher is interested in exploring the extent to which teacher role modelling influences students' morality.

METHOD

This study employs a quantitative approach, in which data is collected in numerical form and processed to generate research findings. One way to conceptualize the quantitative approach is as a positivist research strategy used to examine specific populations or samples. While research tools are used to gather data, sampling strategies are often implemented randomly. To evaluate the established hypotheses, data analysis is conducted using quantitative methodologies (Sugiyono, 2015). In this context, quantitative research utilizes correlation coefficients to investigate the relationship between changes in one variable and changes in one or more other factors (Sutarto, 2018).

RESULTS AND DISCUSSION

Result

The results of this study indicate that the students were given a questionnaire with 20 statements to collect research data. A total of 51 respondents completed the questionnaire, each with four possible responses for every statement: always, often, sometimes, and never. Each response was assigned a score as follows: a score of 4 for "always," a score of 3 for "sometimes," and a score of 2 for "never." The validity and reliability of the instrument were assessed through testing. Since the calculated value of r (r Value) was greater than the table value of r (r table), the findings from the validity test show that the instrument for Variable X, related to teacher role modelling, is valid. Additionally, with a calculated r value exceeding the table value, the validity test findings for Variable Y, concerning student character, also indicated that the 20 items of the instrument are valid. If the Cronbach's alpha value of an instrument is greater than 0.2914, it is considered reliable. Tables 3 and 4 present the results of the reliability test.

Table 3.

Results of the Reliability Test of Teacher Role Models

Reliability Statistics	
Cronbach's Alpha	N of Items
.844	20

Table 4.

Results of the Student Moral Reliability test

Results of the Reliability Test of Student Morals

Reliability Statistics

Correlations			Teacher's role model	Students moral
Teacher's role model (X)	Pearson Correlation		1	.485**
	Sig. (2-tailed)			.000
	N		51	51
Students moral (Y)	Pearson Correlation		.485**	1
	Sig. (2-tailed)		.000	
	N		51	51

Cronbach's Alpha	N of Items
.883	20

The results are clearly presented through the analysis using Cronbach's alpha testing, as shown in the tables above. The factor of teacher role modeling yields a Cronbach's alpha value of 0.844. Therefore, the instrument is considered reliable, given that the Cronbach's alpha value of 0.844 is greater than the threshold of 0.2914.

In the context of student character development, the Cronbach's alpha value obtained was 0.883, which also indicates that the instrument is reliable, as the value of 0.883 exceeds 0.2914. Based on Tables 3 and 4, it can be concluded that the instrument falls into the category of valid and reliable tools, making it appropriate for use in research. Once the validity and reliability were established, the researcher proceeded with normality testing, simple correlation tests for Variables X and Y, regression analysis, and hypothesis testing.

Table 5
Results of Normality test

	N Statistic	Statistic Skewness	Std. Error	Normalitas
Teacher's role model X)	51	-1.370	.333	normal
Student moral (Y)	51	-1.095	.333	normal
Valid N (listwise)	51			

The SPSS report indicates that the teacher role modeling variable has a skewness value of -1.370, while the student character variable has a skewness value of -1.095. All variables show skewness values that are close to zero (0), suggesting that the distribution of each variable follows a nearly normal pattern.

Table 6 Simple Correlational test

**.Correlation is significant at the 0.01 level (2-tailed).

Table 7

Simple correlational tes X and Y variables

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485^a	.235	.220	7.799

a. Predictors: (Constant), Teacher's role model (X)

b. Dependent Variable: Students moral (Y)

Based on the results of the correlation test presented in the table above, the Pearson correlation coefficient is 0.485. This value reflects the strength of the correlation between teacher role modeling and student character development. To analyze the relationship between teacher role modeling and the formation of student character, and to determine whether this correlation has a significant effect or not, a simple regression analysis will be conducted. The results of the simple regression test can be found in the following table.

Table 8 Simple reggression test Y and X variabel

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.474	11.595		1.766	.412
	Teachers role model (X)	.649	.167	.485	3.881	.000

a. Dependent Variable: student moral(Y)

The similarities are : $\hat{Y} = a + b X$

$$\hat{Y} = 20.474 + 0.649 X.$$

The simple regression analysis conducted on the variable of student character in relation to teacher role modeling reveals a regression coefficient (b) of 0.649 and a constant (a) of 20.474. Therefore, the correlation between these two variables can be expressed in the regression equation: $\hat{Y} = 20.474 + 0.649X$. In this case, the positive value of 0.649 in the regression coefficient for the independent variable (Teacher Role Modeling) indicates a direct relationship. This suggests that an increase of one unit in the teacher role modeling variable will lead to a 0.649 increase in the student character variable.

An examination of the assumptions for the analysis indicates that the values for this study meet the criteria for proceeding with more in-depth statistical testing. In this section, the hypothesis testing for the research is presented. The hypothesis proposed in this study examines the role of teacher role modeling (X) in the formation of student character (Y). The t-test is useful for measuring the correlation between variables X and Y, specifically to determine whether the independent variable (X) has a significant effect on the dependent variable (Y).

The hypotheses are as follows:

- **Ho (Null Hypothesis):** Teacher role modeling does not affect student character.

- **Ha (Alternative Hypothesis):** There is a significant impact of teacher role modeling on student character.

If the t-calculated value is lower than the t-table value, the null hypothesis (Ho) is accepted. Conversely, if the t-calculated value is greater than the t-table value, the alternative hypothesis (Ha) is accepted.

Table 9

Simple regression test X and Y Variable

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.474	11.595		1.766	.412
	Teachers role model (X)	.649	.167	.485	3.881	.000

Dependent Variable: Student morals (Y)

The calculated t-value obtained from the data analysis using SPSS is 3.881. The alternative hypothesis (Ha) is accepted because the t-calculated value is greater than the t-table value. This indicates that teachers provide an exemplary contribution to motivating students. This finding is consistent with the results of the research (Wibowo & Ok, 2023), who conducted an analysis on the data collected. This study also reveals a tangible and relevant influence of teacher role modeling in moral and character development, particularly in student character formation. Although the relationship between the variables X (teacher role modeling) and Y (student character) is relatively low, the data analysis, as indicated by the significance value of the regression coefficient test (0.000), is below the alpha (α) value of 0.05. This finding demonstrates that teacher role modeling in moral and ethical teachings has a significant impact on the formation of student character.

As noted in the study by (Wibowo & Ok, 2023), this research also shows that the development of student character correlates significantly with teacher role modeling in morality. The significance value obtained was 0.000, which is less than the alpha value of 0.05. This result suggests that the role modeling demonstrated by teachers plays a crucial role in the development of student character.

DISCUSSION

The Influence of Teacher Role Models at SD Negeri Gorowong 05 Sampora Parungpanjang

Based on the results of the study using data analysis in SPSS 27 for Windows, the data obtained from the Teacher Role Modeling variable at SD Negeri Gorowong 05 indicates a good outcome. The data analysis shows that the teacher role modeling variable has an empirical score range between 51 and 80, with a total range of 29. In this analysis, the mean (M) is 69, with a

standard deviation (SD) of 6.598. The median (ME) of the dataset is 71.00, and the mode (MO) identified is 73.

This study demonstrates that the role modeling provided by teachers at SD Negeri Gorowong 05 has a significant impact. Teachers first develop positive character traits within themselves before instilling the values of *akhlakul karimah* (noble character) in their students by providing concrete examples of good behavior and speech. In terms of speech, they use polite and gentle language. Meanwhile, in behavior, they exhibit manners, discipline, patience, wisdom, affection, friendliness, and perseverance in worship (Hasiolan, 2024).

This is in line with the study by (Rika Mudrikah, 2022), which states that excellent educators have a significant impact on students' discipline. The correlation analysis yielded a value of 0.38, which is higher than the t-table value of 0.23 at a significance level of 5%. This indicates that students exhibit better discipline when their teachers serve as more effective role models. With a coefficient of determination of 14.89%, it can be concluded that teacher role modeling positively contributes to student discipline, although 85.11% of other factors also influence the students' discipline.

Student's Morals at SD Negeri Gorowong 05 Sampora Parungpanjang

In the analysis of variables influencing the moral development of students, the empirical score range obtained is 32, with a minimum value of 44 and a maximum value of 76. The calculation results indicate that the mean (M) is 67, with a standard deviation (SD) of 8.827. The median (ME) for this data is also 67.00, and the mode (MO) is recorded at 67. This suggests that the moral character of students at SD Negeri Gorowong 05 can be categorized as good. This is reflected in behaviors that embody Islamic values, such as politeness in communication and interaction with teachers and peers, mutual respect, exemplified by greeting teachers with a handshake, adhering to rules, demonstrating patience, diligently engaging in religious practices, and maintaining discipline within the school environment.

According to (Amri & Assad, 2020), teachers are not only responsible for imparting knowledge but must also serve as role models in their daily conduct. When teachers demonstrate good moral behavior, such as dressing neatly and speaking politely, students are likely to emulate such behaviors. This study emphasizes the importance of a positive relationship between educators and learners in achieving educational goals and how exemplary teaching plays a crucial role in shaping students' morality. Therefore, to make a beneficial impact on students' character development, it is essential for teachers to consistently enhance their role as exemplars.

The Impact of Teacher's Example in Shaping Student Character at SD Negeri Gorowong 05 Sampora Parungpanjang

The findings of the research reveal that teacher role modeling has a significant impact on the moral development of students, as demonstrated by the data collected and analyzed using SPSS 27 for Windows. Based on hypothesis testing results, Ha is accepted, and Ho is rejected because the t-value = 3.881 is greater than the critical t-value of 1.766 (refer to the table in the appendix), and the teacher role modeling significance value of 0.000 is less than 0.05, indicating statistical significance. Consequently, it can be concluded that the moral development of students at SDN Gorowong 05 is influenced by the exemplary behavior of the teacher.

According to the regression line, the value of $\zeta = 20.474 + 0.649 X$ shows that the consistent impact of exemplary teaching on student morality is 20.474, with an increase of 0.649 in the formation of student morality for each 1% improvement in the teacher's exemplary behavior. This suggests that an increase in the number of exemplary teachers will lead to an improvement in student morality, as indicated by the positive regression coefficient.

Additionally, the R value in the model summary table for the regression coefficient is 0.485, indicating that exemplary teachers have an influence of 48.5% on students' moral development. Meanwhile, other factors not examined in the study account for 51.5%. The regression analysis, with the equation $\hat{Y} = 20.474 + 0.649 X$, demonstrates a positive relationship between the two variables, where each increase in teacher role modeling leads to an improvement in student morality. The coefficient of determination (R) value of 0.485 indicates that teacher role modeling contributes 48.5% to the development of students' moral character. These findings are consistent with the research by Hidayat (2023), which found an influence of 56.7% in the context of MTs, further confirming the consistency of the teacher's role modeling effect across different educational levels. The discrepancy can be attributed to the differing characteristics of the respondents, with MTs students showing a higher level of maturity in internalizing role model values compared to elementary school students. Nevertheless, both studies affirm that teacher role modeling plays a substantial role in shaping student morality.

Research by (Cahyadi, 2020) elaborates on how teacher role modeling can predict students' moral character. The role modeling exhibited by a teacher functions as a mirror for students in shaping their behavior and character. When a teacher embodies the qualities of an admired role model, children tend to emulate these traits and adopt moral behaviors. This is because children often imitate the actions of adults in their environment, particularly those they view as role models (Cahyadi, 2020).

However, other studies present differing conclusions. For example, research by (Hadian & M, 2021) found that while teacher role modeling is important, factors such as family environment and social interactions also play a significant role in students' moral development. This suggests

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that although teacher role modeling is a key factor, other variables also influence the formation of student character.

In the context of character education, teacher role modeling not only serves as a reflection of good behavior for students but also acts as a motivator in the teaching and learning process. When teachers demonstrate positive attitudes and behaviors, students are likely to imitate and adopt these principles in their daily lives. Syahara et al. (2022) explain that the implementation of teacher role modeling is a crucial aspect of the educational process, generally comprising three phases. The first phase, planning, involves the teacher creating a role model to be used. The first step in this process is striving to become a better example in speech, behavior, and attitude. Designing a successful role model can be supported by discussions with school principals or other educators. The second phase, applying the model, involves educators instilling constructive behaviors into students' daily activities at school. This includes actions such as praying earnestly, maintaining a neat appearance, and encouraging religious practices. Familiarizing children with expected behaviors is crucial so they can perform them independently. The final phase, assessment, involves evaluating whether students have successfully imitated the teacher by observing their real-life behaviors. To shape students' personalities and cultivate a supportive learning environment, educators must consistently provide excellent examples of behavior. Through these three phases, educators can serve as strong role models, helping students grow into morally responsible adults (Wibowo & Ok, 2023).

Research by (Husen, 2022) further emphasizes how exceptional teaching has a significant positive impact on students' values. Role modeling through a teacher's actions, words, and behaviors is a critical element in developing students' virtuous character. This aligns with the teachings of the Qur'an, particularly in verse 21 of Surah Al-Ahzab (33).

لَّقَدْ كَانَ لَكُمْ فِى رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا۟ اللَّهَ وَالْيَوْمَ الْءَاخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

The meaning is: "Indeed, in the person of the Messenger of Allah, there is a good example for you, for those who hope for the mercy of Allah and the arrival of the Day of Judgment, and who frequently remember Allah."

This verse emphasizes the importance of having a good role model, which, in the context of education, refers to the teacher. As a role model, the teacher not only imparts academic knowledge, but also serves as a behavioral model that students can emulate. A teacher's exemplary conduct in terms of morals and ethics creates a positive learning environment, where students can adopt and replicate these virtuous behaviors.

CONCLUSION

According to the research findings, it was discovered that teacher role modeling has an impact on the formation of students' moral character, as evidenced by the values obtained and analyzed using the SPSS 27 for Windows program. When the hypothesis was tested, a t-value of 3.881 was found, which is higher than the t-table value of 1.766 (the table can be found in the appendix). Additionally, the significance value for teacher role modeling was 0.000, which indicates that 0.000 is less than 0.05. Therefore, Ho is rejected and Ha is accepted. Based on this information, it can be concluded that the moral development of students at SD Negeri Gorowong 05 Sampora Parungpanjang is influenced by their highly exemplary teachers.

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